

THE RELATIONSHIP STUDY OF TEACHERS' PERCEPTIONS TOWARDS PROFESSIONAL DEVELOPMENT AND THEIR JOB SATISFACTION AT MONASTIC PRIMARY SCHOOL IN NAMLAN, HSIPAW, NORTHERN SHAN STATE, MYANMAR

Nang Sein Nyunt¹

Yan Ye²

Abstract: The main purpose of this study was to identify the relationship between teachers' perceptions towards professional development and teachers' job satisfaction at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar. A total of 60 full-time teachers from Monastic Primary School in Namlan Hsipaw, Northern Shan State, Myanmar during the academic year of 2017- 2018 were surveyed for this study. The research was designed as a quantitative and relationship study using the Guskey (2003) Professional development and Herzberg motivation-hygiene theory (1959) job satisfaction. The questionnaire used for this investigation consisted of two parts. There were 16 items pertaining to the three dimensions in part one which adopted from Meagher (2011), and 22 items with the six dimensions in part two which adopted from Mai (2013). The collected data were analyzed by using the mean, standard deviation and Pearson Product Moment Correlation Coefficient. Although the research findings showed that there were no significant relationship between teachers' perceptions towards professional development and their job satisfaction, the responses of the teachers showed that professional development activities are beneficial and useful for their career.

Key Words: Teachers' Perceptions, Professional Development, Job Satisfaction, Monastic Primary School in Namlan

Introduction

School systems today are charged with addressing increasing demands such as the achievement gap, and yearly progress goals as well as managing the requirements of students' needs and maintaining the pedagogical and content areas. Significantly, professional development is the key to meeting today's educational demands (Siliva, 2014). High-quality professional development strategies are essential to schools. The quality of education that will be available in schools will depend on the quality of professional learning opportunities available to teachers. Professional development leads to better instruction and improved student learning (Zepeda, 1956). Indeed, professional development appears to be an important component that leads to job satisfaction, student achievement and the success of the school. Job satisfaction is achieved when the employee are satisfied with certain factors related to their job such as the work culture and team empowerment. Job satisfaction in the teaching profession is the level of commitment that teachers feel for their job. In the past decades, most schools were not aware of the importance of job satisfaction. Meanwhile, every successful school monitors and cares about teachers' job satisfaction to maintain a good quality standard of teaching and learning. Awang, Ahamad & Zin (2010), pointed out that teachers are satisfied with their job when they are satisfied with their teaching and when they have good rapport with their colleagues. Currently, Myanmar is moving towards democratic changes and holding discussions about the educational reform so that it is a very important time for upgrading the educational system.

¹ M.Ed. Candidate in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand.
nong.hsengzin05@gmail.com

² Ph.D., Assistant Professor, Director of Educational Research, Statistics and Measurement Center, Graduate School of Human Sciences, Assumption University, Thailand.
norayeyan723@hotmail.com

Currently, Myanmar is moving towards democratic changes and holding discussions about the educational reform so that it is a very important time for upgrading the educational system. When the education policy is reviewed and evaluated, the government should include particular professional development training for teachers and get advice based on their insightful experience during this transitional period. Teachers should be motivated to perform better in school and to implement a new upgraded education system (Moe, 2016).

Siliva (2014) also mentioned educational reform is a priority not only at the state level but also at the nation level. When the vision for education reform is articulated, “it requires most teachers to rethink their own practice, to teach in ways that they have never taught before and to construct new classroom roles and expectations about student outcomes” (p. 13). As the educational landscape changes and the expectations of educational leaders and teachers changes, it is very important to provide professional development in these areas to meet the challenges that are being proposed as part of the national educational reform movement.

Regarding the upgrading of the education system in Myanmar, UNESCO provided technical assistance as a competent of the “Strengthening Pre-service Teacher Education in Myanmar” (STEM) project to build the capacity of pre-service teacher education reforms. It mentioned that STEM was the key characteristic and attributes of good teaching in Myanmar and expected of teachers’ professional (UNESCO, 2016). However, the Ministry of Education in Myanmar is trying to upgrade the education system to provide pre-service or in-service programming but most of these programs were based on central Myanmar, there is still a big gap of programs between central Myanmar and the State regions especially in the rural areas. Therefore, to be able to survey and include the expectation from teachers in rural areas, it is very important to do research those areas in order to know more about teachers’ perceptions on professional development level and their feeling about their current position.

Research Objectives

There were three objectives:

1. To identify the teachers’ perceptions towards professional development at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar.
2. To identify the teachers’ job satisfaction at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar.
3. To determine the relationship between teachers’ perceptions towards professional development and teachers’ job satisfaction at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar.

Literature Review

Guskey (2003) had created a list of 21 categories to sort characteristics of professional development which found in the article of Analyzing Lists of Characteristic of Effective Professional Development to Promote Visionary Leadership. Through the analysis, he found that the common characteristics of effective professional development for teachers are 1) to enhance teachers’ content and instructional knowledge, 2) to provide time and resources and 3) to promote collaboration. The purpose of the current study is to indicate these three important characteristics of teachers’ effective professional development. The first important characteristic of a professional development experience is the enhancement of teacher’s content and instruction knowledge. When helping teachers to fully understand the content and the subject deeply, they will be able to engage effective ways to help students understand the content well.

The second important characteristic in professional development is time and resources management. Guskey (2003), stated that sufficient time and other resources as essential to effective professional development because it is important to teachers in order to practice new ideas, new designs and expand their knowledge and skills, and effectively contribute to students.

The last important characteristic in professional development is promoting collegiality and collaboration. Collaboration is giving the opportunity for the principal, and teacher to work together and exchange ideas, and to strategize for improving professional development experiences. In classroom, the teacher may seek to create that fluid collaboration within a classroom that takes advantage of individual expertise and they will not only discover wonderful individuals, but also the most complete and fantastic collaborative success in large groups (Royal, 2014).

According to Meagher (2011), collaboration increased the level of trust among teachers or staff members. When school leaders undermine teacher trust and support for collaboration, it is important to provide time and resources for teachers to work together. To be effective, teacher teams might need to make scheduling changes, to have access to student data, professional development and other forms of support. Researchers found that school leaders who foster collaboration among novice and veteran teachers can improve teacher retention and teacher satisfaction.

Frederick Herzberg distributed the two-factor theory of job satisfaction called Herzberg's motivation theory in 1959. According to Frederick Herzberg, he divided work factors into two categories: (1) Motivation factors: those factors that influence and cause job satisfaction. (2) Hygiene factors: those factors that have no influence and cause job dissatisfaction. It also known as job satisfaction and job dissatisfaction.

Motivator factors can provide intrinsic motivation which emerges from the learner's own needs and desires rather than from outside pressure. The motivator related to good feelings that are associated with the job itself-psychological factors that produce employee satisfaction. These consist of personal growth and advancement, the work itself and recognition of the employee. When people are satisfied, they attribute their satisfaction to their work, such as the nature of their job, achievement at their work, possibilities of personal growth and recognition, and promotion opportunities. Therefore this factor has implications for managers who want human resource to successfully motivate people to a higher work performance (Mainsera, Dusseldorp, & Kooij, 2005).

Hygiene factors refer to external factors that relate to a working environment and motivate from the outside. These factors are not an intrinsic part of a job but they refer to the environment and job physical factors or extrinsic that produces employee or staff dissatisfaction, such as the working conditions, salary and interpersonal relations. In contrast, salary contributed to both satisfaction (motivators) and dissatisfaction (hygiene factors) (Strachan, 1975).Whitehead (2006) stated in literature review of employees want "hygiene factors," which include a good working environment, pay, benefit and job security as employment situation. If the hygiene factors are not available at the desired level, workers become dissatisfied. If they are in a workplace, workers need additional conditions for their satisfaction and motivation. Many researchers observed that "declining worker satisfaction can be traced to a growing gap between worker expectation and workplace realities" (p.75).

Conceptual Framework

Figure1 is the conceptual framework of this study based on the theories that presented above.

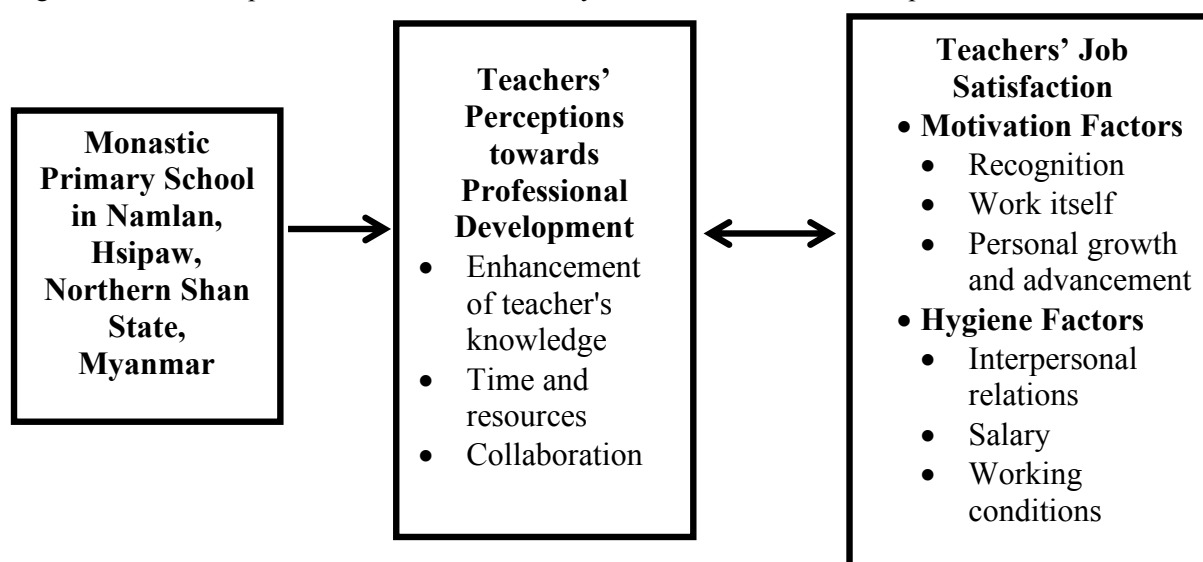


Figure 1. The conceptual framework of this study

Research Instrument

The questionnaire which comprises of two parts addressed three research questions:

Part (I) contained sixteen items to identify the teachers' perceptions towards professional development contains. In Part (II) contained 22 items to determine the teachers' job satisfaction.

The validity of part I of the questionnaire was confirmed by Meagher (2011), who was also used this questionnaire for conducting his research. The reliability of part I of the questionnaire was analyzed by means of Cronbach's alpha coefficient as the previous study of Meagher (2011) and the total result was .52. The validity of part II of the questionnaire was confirmed by Mai (2013), who also used this questionnaire for conducting her research and the reliability in the study was .84.

Population

The target population of this study was the sixty full-time teachers from Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar in the academic year of 2017-2018.

Findings

The findings of this study based on three main objectives.

Research Objective One

The researcher used Mean and Standard Deviation to identify the teachers' perceptions towards professional development at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar.

Table 1: Summary of Means and Standard Deviation of Teachers' perceptions towards Professional Development (n=60)

Professional Development		Mean	SD	Interpretation
1	Collaboration	3.70	.76	High
2	Time and Resources	3.82	.64	High
3	Enhancement of teacher's knowledge	3.48	.58	Moderate
Total		3.66	.52	High

Table 1 demonstrates the total mean score of teachers' perceptions towards professional development was 3.66 which was interpreted as high according to the data interpretation standards in this study. It is noted that the area of time and resources had the highest mean score of 3.82 whereas, enhancement of teacher's knowledge had the lowest mean score of 3.48 among the three dimensions.

Research Objective Two

The researcher used Mean and Standard Deviation to identify the teachers' perceptions towards job satisfaction at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar.

Table 2: Summary of Means and Standard Deviation of Teachers' Job Satisfaction (n=60)

Job Satisfaction: Motivation Factors		Mean	SD	Interpretation
1	Recognition	4.28	.64	High
2	Work itself	4.30	.56	High
3	Personal Growth and Advancement	4.08	.55	High
Total		4.22	.51	High
Job Satisfaction: Hygiene Factors		Mean	SD	Interpretation
4	Interpersonal Relations	4.08	.56	High
5	Salary	3.60	.66	High
6	Work condition	3.84	.77	High
Total		3.84	.52	High
Job Satisfaction Overall		4.03	.46	High

Table 2 demonstrates the total mean score of teachers' job satisfaction was 4.03 which was interpreted as high according to the data interpretation standards in this study. It is noted that the area of work itself had the highest mean score of 4.30 whereas, salary had the lowest mean score of 3.60 among six

dimensions. In conclusion, it indicated that teachers' were more satisfied with motivation factors with the mean score of 4.22 than their hygiene factors with the mean score of 3.84 on teachers' job satisfaction.

Research Objective Three

The researcher utilized statistical software program to analyze the data according to the selected variables. The Pearson Product Moment Correlation Coefficient was used to determine the relationship between teachers' perceptions towards professional development and teachers' job satisfaction at the selected school.

Table 3: Pearson Correlation between teachers' perceptions towards professional development and teachers' job satisfaction (n=60)

		Teachers' Job Satisfaction	Conclusion
Teachers' perceptions towards Professional Development	Pearson Correlation	.132	There is no significant relationship
	Sig. (2-tailed)	.313	

Table 3 presents the relationship between teachers' perceptions towards professional development and teachers' job satisfaction. Based on the research hypothesis of this objective, there is a significant relationship between teachers' perceptions towards professional development and teachers' job satisfaction at the Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar. However, the findings of the data analysis of this study showed that the Pearson Correlation r was .132 and Sig. Was .313, which was bigger than .05. Therefore, the researcher rejects the research hypothesis and accepts the null hypothesis. The results is interpreted as there was no significant relationship between teachers' perceptions towards professional development and teachers' job satisfaction at the selected school.

Discussion

1. Teachers' perceptions towards professional development at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar

According to the current study findings had shown that the total mean score of teachers' perceptions towards professional development at the selected school was 3.66 which was interpreted as high. This indicated that the level of teachers' perceptions towards professional development in Namlan, Hsipaw, Northern Shan State, Myanmar was high.

As the result of this study found that the mean score of collaboration in teachers' professional development from the selected school was 3.70 which was interpreted as high according to the data interpretation standards of this study. This indicated that teachers' have the opportunity to work together and exchange ideas during the professional development session. Teachers also found it useful to work with other teachers in professional development activities which got the highest mean score in this dimension. However, some teachers perceived that they have a greater need to be more involved with a team of professional development experiences due to the lowest mean score of respondents in this dimension. One of the possible reasons could be that teachers who have more teaching experience or who are senior teachers usually lead the discussions or share experiences due to the researcher's experiences. So, some junior teachers or younger teachers who do not have much teaching experiences may feel less confident to share their experience or to be a part of a team of professional development. Therefore, senior teachers or the principal should encourage or focus more on junior teachers to be more involved with a team of professional development.

According to Royal (2014), collaboration is giving opportunities for the principal and teachers to work together and exchange ideas, and to strategize for improving professional development. Supporting Royal's statement, Meagher (2011), also mentioned in his study that collaboration increased the level of trust among teachers and staff members. The school leaders who foster collaboration among novice and veteran teachers can improve the rate of teacher retention and teacher job satisfaction.

From this study, the mean score of time and resources in teachers' professional development from the selected school was 3.82 which was interpreted as high according to the data interpretation standards of this study. This indicated that the school provided enough time and resources for teachers during teachers' professional development. During professional development activities, teachers are provided with data on student achievement that related to their subject area which had the highest mean score in this dimension. In contrast, the activities of professional development activities scheduled with other teachers who work in the same subject area need to improve. Thus, when the principal or abbot arranges professional development activities, teachers in the same subject area should be scheduled to do the professional development activities at the same time. Guskey (2003), stated that having sufficient time and other resources is essential for effective professional development because it is important for teachers to have enough time to practice new ideas, expand their knowledge and skills. However, some researchers claimed that effective professional development required not only sufficient time but also that time must be well organized, structured and focused on both content and pedagogy.

This study found that the mean score of enhancement of teacher's knowledge was 3.48 which was interpreted as moderate according to the data interpretation standards in this study. This indicated that teachers perceived the enhancement of teacher's knowledge in professional development activities need to be improved compared to the other two dimensions. Among six items under enhancement of teacher's knowledge dimension, teachers having access to teaching materials that potentially could be used in their classroom had the highest mean score. However, teachers' professional development activities that occur after regular school hours had the lowest mean score. According to the researcher mentioned professional development at this selected school mostly occurs during the summer holiday before the school starts for the next academic year. That is why the result from this item was low. Wenglinsky (2000), stated that when helping teachers to fully understand the content and the subject deeply, they will be able to engage effectively help students understand the content well (Wenglinsky, 2000 as cited in Guskey, 2003). Therefore, the principal or the head monk should upgrade the enhancement of teacher's knowledge in professional development activities in order to provide specific input to teachers and give opportunities to practice instructional strategies.

In summary, the overall total mean scores of teachers' professional development were high at the selected school. The reason could be that teachers were satisfied with the professional development activities that they attended and they believed that it improved their content knowledge and was useful for their teaching profession. However, the level of teachers' professional development could be further enhanced if there would be improvement in the content knowledge specific for the course that they teach and encourage them to participate in sharing teaching experiences.

2. Teacher perceptions towards job satisfaction at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar

The current study findings had shown that the total mean score of teachers' job satisfactions at the selected school was 4.03 which was interpreted as high according to the data interpretation standards in this study. This indicated that the level of teachers' job satisfaction in Namlan, Hsipaw, Northern Shan State, Myanmar was high.

There were three dimensions to the motivation factors: recognition, work itself and personal growth and advancement. Teachers had a high level of satisfaction on motivation factors. This could be because teachers were satisfied with the sense of pride in their job and the recognition and appreciation that was given by their school leader, their coworkers and community. They were satisfied with their profession and believe that they gained personal growth and development from their job and had a pleasant attitude towards their job. However, teachers were less satisfied with their chances for salary increases. Regarding these findings, as previously mentioned in the statement of the problem that monastic school have received very little government support and have to rely on donations from the community, so it might be difficult for the school to increase salary for teachers.

According to Frederick Herzberg, motivator factor can provide intrinsic motivation which is related to good feelings that are associated with their job itself-psychological factors that produce employee satisfaction (Syptak, 1999). When people are satisfied, they attribute their satisfaction to their work. Therefore, it is important for the school to maintain this motivator factor in order to motivate teachers to a higher work performance.

Under the hygiene factors, there were three dimensions: interpersonal relations, salary and working conditions. Teachers had high level of satisfaction on hygiene factors. One of the possible reasons could be that teachers had a good relationship with their coworker, principal and had the sense of the belonging with their work. However, teachers were less satisfied with their pay and their working conditions. The reason could be that teachers received a low salary which was not enough to support their family and the school was located in a rural area with limited facilities. Therefore, when the school pays a high salary, it can serve as both factor and provide recognition to the worker, enhancing self-esteem and acting as a satisfier.

Another factor is related to the working conditions, since the monastic school is located in a rural area and has received limited funding from government. So, there are not enough classrooms, limited facilities and teaching aids. The infrastructure is also poor, so it is very difficult to travel especially during raining season. So, it is reasonable for teachers to perceive that salary and working condition factors were low compared to other factors. The experts stated that working conditions play an important role in the school being able to offer teacher a safe, comfortable and supportive working environment because these might contribute to job satisfaction.

In summary, the overall total mean scores of teachers' job satisfaction were high at the selected school. This was because teachers were satisfied with the recognition and respect that they received from the school leader, community members and coworkers. Another reason could be the religion belief. While the researcher collected the data, the researcher observed and had a short conversation with teachers on why teachers were satisfied with their teaching profession. Since this selected school is also monastic school most teachers believed that if they can help people in need like students who need education in this life they will be in a good luck or wisdom in the next life according to a Buddhist belief. Even though the school was overcrowded with not enough facilities support and teachers received a low salary as mentioned in the statement of the problem, they wanted to be proud of being teachers at the monastic school. However, the level of teachers' job satisfaction could further be increased if their working conditions were improved and they had a salary increase.

3. The relationship between teachers' perceptions towards professional development and teachers' job satisfaction at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar

In this study, the Pearson product moment correlation coefficient was used to determine the relationship between teachers' perceptions towards professional development and teachers' job satisfaction at the selected school. The data from the research showed that the probability significance of .313 which is bigger than the significant level 0.05. Therefore, the researcher rejects the research hypothesis and accepts the null hypothesis. The results is interpreted as there was no significant relationship between teachers' perceptions towards professional development and teachers' job satisfaction at the selected school.

As the result relate to teachers professional development and teacher job satisfaction was no significant in this study, the researcher assumed that there might be some factors that seemed to manipulate the teachers' perceptions. One of the factors might be that when teachers answered the survey questions, they might not have thought from the viewpoint of long term plan that could support their future needs but they might satisfied with some opportunity to join with the current professional development activities that was started in 2015 -2016. Another factor might be that most teachers reported that they were satisfied with their current position and desire to teach or help due to the religion belief. Even though they had moderate satisfaction level in salary and working condition for their profession, teachers were highly satisfied with being a teacher. The previous researcher Meagher (2011) also conducted a dissertation study of teacher professional development, teacher job satisfaction, and teacher working conditions in Illinois, USA. As mentioned in Chapter 2, Meagher addressed four research objectives and the major concern was to determine whether there were significant relationship between the variable of teacher job satisfaction and three characteristic of effective professional development. According to the result of using Pearson correlation coefficients, there is a significant relationship between teacher professional development and teacher working conditions, but there is no significant association between teacher professional development and teacher job satisfaction. Meagher mentioned that the result related to teacher satisfaction was no significant because most teachers reported that they were satisfied with their current position. Chit (2015) completed a study on the perceptions of teachers towards school professional development according to their demographics at

No.26 Basic Education High School in Mandalay Myanmar. The result findings showed that there was no significant differences in the teachers' perceptions towards school's professional development according to their demographics. According to her findings indicated that teachers gained new knowledge and skills from professional learning and had positive perceptions towards their school's professional development and had a positive impact on students' learning achievement.

Although this study found no significant relationship between teacher professional development and teacher job satisfaction at the selected school, all of the responses indicated positive teachers' perceptions. Therefore, this researcher considered that all teachers had actively participated well but they need to know the value of research and they should be aware that the results can benefit and support their future needs through their responses in survey.

References

- Awang, Z., Ahmad, J. H. & Zin, N. M. (2010). Modeling Job Satisfaction and Work Commitment among Lectures: A Case of UiTM Kelantan. *Journal of Satisfaction Modeling and Analytics*, 1(2), 45-59.
- Chit, K. N. (2015). A Comparative Study of Teachers' Perceptions towards School's Professional Development According to their Demographics at No. 26 Basic Education High School in Mandalay, Myanmar. *Scholar*, 9(1), 77-78. Retrieved from <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/2791>
- Guskey, T. R. (2003). *Analyzing lists of the characteristics of effective professional development to promote visionary leadership*. Retrieved from <http://bul.sagepub.com/content/87/637/4>
- Hayden, M. & Martin, R. (2013). Recovery of the Education System of Myanmar. *Journal of International and Comparative Education*, volume 2, p 47-55. Retrieved from <http://crice.um.edu.my/downloads/1Hayden7Martin.pdf>
- Mai, H, K. (2013). The Relationship between Teachers' Job Satisfaction and Teachers' Teaching Performance in Three Basic High School in Myitkyina, Kachin State, Myanmar. *Scholar*, 5(2), 42-43. Retrieved from <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/23>
- Manisera, M., Dusseldorp, E. & Kooij, A. J. (2005). *Component structure of job satisfaction based on Herzberg's theory*. P 5. Retrieved from www.datatheory.nl/pages/fullmanuscript_final_epm.pdf
- Meagher, T. (2011). *An investigation of the relationships of teacher professional development, teacher job satisfaction, and teacher working conditions* (Order No. 3456080). Available from ProQuest Dissertations & Theses Global. (871192695). Retrieved from <https://search.proquest.com/docview/871192695?accountid=8401>
- Moe, C. M. (2016). *The Relationship between Teachers' Perceptions towards Organization Culture and Occupational Stress at on. Basic Education High School, In Insein Township, Myanmar*. Published Master's Thesis. Assumption University, Bangkok, Thailand. Retrieved from <http://repository.au.edu/handle/6623004553/18135>
- UNESCO, (2016), *Myanmar Moves Forward on Teacher Competency Standards Framework development*. Retrieved from, <http://www.unescobkk.org/news/article/8otmail-moves-forward-on-teacher-competency-standards-framework-development/>
- Royal, K. (2014). *The Meaning of Education Collaboration*. Retrieved from <http://connectlearningtoday.com/meaning-education-collaboration/>
- Silvia, D. W. (2014). *A study on the Relationship of Professional Development, Teacher Working Conditions and Job Satisfaction while Controlling for Years of Teaching Experience and Grade Level Taught*. Seton Hall University Dissertations and Theses (ETDs). Paper 2037.
- Syptak, M. J. (1999). *Job Satisfaction: Putting Theory Into Practice*. Retrieved from <http://www.aafp.org/fpm/1999/1000/p26.html>
- Van Dire & Berry (2011), *Teacher Professional Development Focusing on Pedagogical Content Knowledge*. Retrieved from <http://edr.sagepub.com/content/41/1/26.abstract>
- Zepeda, S. J., (1995). *Professional Development: what works/ Sally J. Zepeda.* 2nd ed. P.cm. ISBN 978-1-59667-193-